DOCUMENT RESUME

ED 353 702 EA 024 653

TITLE A Strategic Plan To Implement "A New Compact for Learning": The State's Role.
INSTITUTION New York State Education Dept., Albany.
PUB DATE [92]
NOTE 24p.; For "A New Compact on Learning," see ED 344 341.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Change; Educational Objectives; Elementary Secondary Education; *Excellence in Education; *Mission Statements; State Action; State Departments of Education; Statewide Planning
IDENTIFIERS *New York

ABSTRACT

This document presents a strategic plan of New York State's role in implementing "A New Compact for Learning," with a focus on the expected results, the strategies to achieve them, and examples of actions to be taken. The compact calls for a system of elementary, middle, and secondary education that enables every student to master the knowledge, skills, and attitudes necessary to live well now and in the next century. Following the mission statement, eight strategic objectives for achieving the Regents' Goals are presented. The next section describes 10 operational objectives--the set of qualities that the compact is designed to bring about by the year 2000. The final sections present 16 interrelated strategies that the State Education Department will use to foster school change. Examples of actions for carrying out each strategy are provided. (LMI)

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A Strategic Plan to Implement
***A New Compact for Learning*:**
The State's Role

Making A New Compact for Learning a reality for students, parents, teachers, administrators, the State Education Department, and other members of the communities in which we live and work will require careful planning. This document presents a strategic plan for the work to be done by the State Education Department to help bring about the results called for in the Compact. It lays out the results we expect over the remainder of the decade, the strategies we will employ to help achieve those results, and examples of the actions we intend to take.

The State, acting alone, will not realize the changes envisioned in the Compact. People in local schools and communities will bring those changes about. By taking the steps outlined here, the State Education Department will seek to cause, encourage, and catalyze change on the part of all participants.

The plan and the New Compact for Learning, like all we do, derive ultimately from the mission of the Board of Regents and the State Education Department.

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Mission

The New York State Board of Regents

The mission of the New York State Board of Regents is to assure the provision of educational, cultural, professional, and vocational services of high quality to all New Yorkers, regardless of age, background, gender, or condition, in order to enable them to achieve their potential and to promote the intellectual, cultural, and economic well-being of the people.

In discharging this mission, the Regents will be guided by the following principles:

Our Clients Are All the People of New York State

The Regents ultimate clients are all the people of New York State. We will work collaboratively with educational, cultural, professional, vocational, and other institutions and organizations, but always to the end of assuring services of high quality to the people themselves.

Our Goal Is Enhanced Quality and Positive Results

Our success in discharging our mission will be measured by the quality of educational, cultural, professional, and vocational services and the results achieved by the recipients of those services.

Our Standard Is "Excellence with Equity"

All of our aims, undertakings, and relationships will be of the highest quality. We will respect and foster respect for the mission, the work, and the people whom we serve.

Our Watchword Is Integrity

As holders of the public trust, we will conduct business in a manner above reproach. We will respect and foster respect for the fundamental civic and ethical values of this democracy.

Our Strength Is Unity in Diversity

We will respect and foster respect for the geographic, religious, cultural, and ethnic differences of this great State, and we will nurture the ties that make us a single society sharing a common destiny.

Our Motto Is the State's Motto: **"Excelsior"**

We will seek unlimited improvement and never be fully satisfied with the quality we attain in pursuit of our mission. We will seek perennially to raise our own performance and the quality of educational, cultural, professional, and vocational services provided to the people of New York State.

Strategic Objectives

A New Compact for Learning calls for a system of elementary, middle, and secondary education that enables every student to master the knowledge, skills, and attitudes needed to live well now and in the coming century. The Regents Goals for Elementary, Middle, and Secondary School Students define our purposes for the long term (see Appendix). In the shorter term, the Compact establishes a set of strategic objectives to focus our efforts and to let us measure our progress.

Any such set of objectives, if it is to provide focus, is necessarily limited in scope. We cannot simultaneously list all that we hope to do, and select those aims toward which we will direct foremost effort. In the understanding that we shall continue to pursue all of the Regents Goals, the Compact provides a list of strategic objectives to which we New Yorkers should commit ourselves. Significant progress toward achieving these objectives should be made by the year 2000.

In the following list, one or more specific statements clarify the meaning of each objective.

1. **All children will come to school ready to learn.**

   - all four-year-olds will participate in quality preschool programs.
   - all families in need will have access to quality child care from birth through age four.
   - the results of systematic observations made by the child's preschool teachers will be available for the use of kindergarten teachers.
   - a formal, comprehensive system of health care and social services delivery will be available to preschool children and their families through regular collaboration among agencies responsible for provision or oversight of educational and other services.

2. **All children will read, write, compute, and use the thinking skills they need to continue learning by the time they are in the fourth grade or its equivalent.**

   - all fourth-graders in New York State will be performing at or above levels of proficiency to be designated by the State Education Department as part of its project to establish the desired outcomes of elementary, middle, and secondary learning.

- all children will participate in an educational program which effectively prepares them to achieve this objective.

- the State's assessment program will be revised to reflect newly established standards and desired learning outcomes. These assessments will be used, with other data, to evaluate the extent to which all children are progressing toward achievement of desired outcomes of learning.

3. **At least 90 percent of all young people will earn a high school diploma by age 21.**

- students will have access to a variety of programs, settings, and services which will enable them to acquire the skills, knowledge, and attitudes required for high school graduation.

- the State and/or local communities will bear legal responsibility for ensuring that all young people have access to such programs and services.

4. **All high school graduates will be prepared for college, work, or both.**

- the general track of high school study will be eliminated, and all students will participate in programs expressly designed to prepare them for college, work, or both.

- a system of desired learning outcomes will be in place to assure progress toward this objective.

- the State's assessment program will be revised to reflect the newly established standards and desired learning outcomes. These assessments will be used, with other data, to evaluate the extent to which all children are progressing toward achievement of this objective.

- SED will be collaborating with institutions of higher education and with a sample of employers to collect systematic information on the adequacy of high school graduates' preparation. This information will be shared appropriately with schools, school districts, parents, students, and the public.

- work-related knowledge, skills, and attitudes will be integrated into the entire curriculum.

5. **All high school graduates will demonstrate proficiency in English and another language; in mathematics, the natural sciences, and technology; in history and other social sciences; and in the arts and other humanities. (Standards of proficiency will be developed by appropriate parties for approval by the Regents.)**

- a system of desired learning outcomes will be in place to define these proficiencies and guarantee that New York State students compare favorably with their peers, nationally and internationally.

- schools will observe the standards defined by the desired learning outcomes.

- the State's assessment program will be revised to reflect the newly established standards and desired learning outcomes. These assessments will be used, with other data, to evaluate the extent to which all children are progressing toward achievement of this objective.

6. **All students will acquire the skills, knowledge, and attitudes needed for employment and effective citizenship.**

- the desired outcomes of learning identified by the State for all students to achieve will include those essential for employment and effective citizenship.

- the State's assessment program will be revised to reflect the newly established standards and desired learning outcomes. These assessments will be used, with other data, to evaluate the extent to which all children are progressing toward achievement of this objective.

- classroom practice will reflect work-related skills using a variety of instructional methods, including cooperative learning and the integration of technology.

- students will have opportunities to experience cooperative work/learning projects, guided apprenticeships, and other connections with the world of work.

- students will have opportunities to exercise the skills of effective citizenship within and outside their schools.

- the amount of school vandalism reported, the number of student suspensions, and the incidence of violence in schools will decrease.

- the number of students participating in community service will increase.

7. **All students will demonstrate commitment to the core values of our democratic society and knowledge of the history and culture of the major groups which comprise American society and the world.**

- the desired outcomes of learning identified by the State will include ones that call upon all students to demonstrate such knowledge and commitment.

- materials produced by the State to support schools' efforts to achieve the desired learning outcomes will follow the guidelines listed in "Understanding Diversity," approved by the Board of Regents in July 1991: establish balanced goals, adopt sound principles, emphasize understanding, cultivate multiple perspectives, teach our common traditions, include examples of the experience of many peoples, tell the whole story, maintain scholarly standards and include up-to-date scholarship, be sensitive to language and representation, avoid "hypostatization" (treatment of dynamic and fluid situations and groupings as if they were fixed and enduring), reorganize the K-12 program to permit observance of these guidelines, and relate the social studies to other subjects in the curriculum.

- the State will provide support for teaching and learning in the social studies in the ways listed in "Understanding Diversity," approved by the Board of Regents in July 1991: by seeing that preparation for teachers of elementary, middle, and secondary social studies is strengthened; that adequate staff-development opportunities are provided for practicing teachers, supervisors, and other staff members; and that sufficient time and other resources are provided for the development and implementation of curricula which reflect the Regents guidelines.

- the State's assessment program will be revised to reflect the newly established standards and desired learning outcomes. These assessments will be used, with other data, to evaluate the extent to which all children are progressing toward achievement of this objective.

8. **Students of both genders and all socioeconomic and racial/ethnic backgrounds will show similar achievement on State assessment measures.**

- performance gaps among schools by poverty status and racial/ethnic makeup of enrollment, and performance gaps between the genders, will be eliminated.

Operational Objectives

What will public schools in New York State be like when they are operating under A New Compact for Learning to ensure that all students, regardless of socioeconomic status, gender, or racial/ethnic characteristics, achieve desired learning outcomes? It is impossible, of course, to predict what the minds and imaginations of thousands of local school and community people will accomplish in the coming decade. We are clear, however, about the results to be attained. In the spirit of the Compact, we offer the following set of qualities which the Compact is designed to bring about in the schools of New York State by the year 2000.

1. The curriculum will incorporate higher standards to ensure achievement of the desired learning outcomes, and will integrate civic and social values into content and practice; a variety of methods will be used to assess learning, including performance-based assessments (portfolios, projects, exhibitions) and assessment of higher-order skills and problem-solving abilities.

2. Every school will have an education plan to achieve the desired learning outcomes. The plan will be cooperatively developed by parents, teachers, school administrators, and appropriate other parties, and will be based on student needs and relevant data about student results.

3. Teachers and other staff members, parents, students, administrators, and appropriate others will participate meaningfully in school planning and decision-making about such educational issues as outcomes and assessment, instruction, use of student needs as bases for distribution of resources, and accountability.

4. Parents will have greater scope in choosing which public schools their children will attend.

5. Schools will display greater variety in school organization and operation, and in teaching and learning strategies, to meet the needs of students and ensure that they attain the desired learning outcomes (e.g., a variety of traditional and "alternative" organizational approaches; team teaching; interdisciplinary and multidisciplinary courses, modules, sections; heterogeneous age groupings; incorporation of community settings and resources in teaching and learning).

6. State and local resources will be distributed more equitably, so that the resources provided (e.g., qualified teachers; technology; instructional materials; support services; programming) are adequate to enable all students, regardless of background, to attain the desired learning outcomes.

7. Schools and school districts will work with other agencies and organizations to provide more holistic approaches to children's and families' needs.

8. Schools will enable all students to take advantage of the opportunities afforded by the new technologies to:

   - use various technologies as an integral part of learning experiences in and outside classrooms, and
   - benefit from the availability of technology to teachers and administrators for such purposes as monitoring student progress, increasing flexibility in scheduling, fostering congruence among various programs, and communicating among students, teachers, and the world.

9. Each school and school district will have an institutionalized process for self-renewal of all staff and of the learning community itself.

10. The work of SED staff with the schools will change its primary focus from monitoring schools' and districts' compliance to serving and providing technical assistance.

Strategies

Through 16 interrelated strategies, the State Education Department will work to help bring about the changes in the schools envisioned in this Strategic Plan.

1. Set learning goals and outcomes at internationally competitive levels, and create a program to assess progress.
2. Stimulate local initiative by eliminating rules where appropriate, reducing paperwork, and providing incentives for success.
3. Identify or develop successful schools and programs, and use them to leverage success.
4. Empower parents to become active participants in their children's education.
5. Assure that parents, teachers, and school administrators are involved in school-based planning and decision-making.
6. Help teachers, administrators, parents, and school board members acquire the skills of collaborative planning and decision-making and knowledge of new goals, standards, successful schools and practices, and programs of assessment.
7. Seek the resources needed to allow all pupils to achieve State goals and desired learning outcomes.
8. Meet the developmental needs of very young children through day care and early childhood education.
9. Use new technology to enrich and individualize instruction, increase access to information, promote communication among teachers and students across space and time, monitor students' progress, and assess learning results.
10. Encourage collaboration among schools, colleges and universities, libraries and other cultural institutions, social services and health organizations, businesses, community-based organizations, and the general public.
11. Promote parent choice among public schools.
12. Develop a coordinated continuum of preparation for work and college, and foster better transitions for students between school and work, and school and college.
13. Refocus the efforts of the State Education Department in support of the purposes and principles of the Compact, and enlist all SED staff members in all program areas of the Department as members of a Compact development and support team.
14. Increase awareness of Compact among educators, business, the media, Legislators, and the public.
15. Reward success; prevent and remedy failure.
16. Assure that prospective teachers and administrators learn the skills of collaborative planning and decision making, acquire knowledge of State goals and standards for education, desired learning outcomes, and programs of assessment, and increase understanding of a diverse student population.

Summary of Action Plans

Strategy 1. Set learning goals and outcomes at internationally competitive levels, and create a program to assess progress.

Examples of Actions:

(1) Develop new outcomes and assessments.

for example: establishment of State Curriculum and Assessment Council and Committees to assist and advise in such development

(2) Work with international, national, and State associations, and with other states which are mounting similar efforts.

for example: National Center on Education and the Economy and New Standards Project; Council of Chief State School Officers, National Association of State Boards of Education

(3) Work with a wide range of participants who have an interest in the establishment and assessment of educational outcomes.

for example: schools, school districts, universities, private industry, libraries, museums, and other cultural institutions

(4) Monitor Federal efforts to create a national curriculum and examination system.

for example: National Education Goals Panel; National Assessment of Educational Progress

(5) Engage in staff development and piloting activities.

for example: workshops, seminars, and institutes to familiarize teachers and others with outcomes-based approaches; field-testing of specific learning outcomes as they are developed; development, assistance to localities in developing, and field-testing of assessment instruments and techniques

(6) Provide technical assistance to improve local practice.

for example: use of assessment results to inform local practice; assistance to districts in developing standards of excellence; dissemination of useful research on learning outcomes and their assessment

(7) Provide information and stimulate broad public discussion of newly specified outcomes and assessments.

Strategy 2. Stimulate local initiative by eliminating rules where appropriate, reducing paperwork, and providing incentives for success.

Examples of Actions:

(1) Encourage flexible programs and practices.

for example: granting variances from certain regulatory requirements for proposals designed to improve results
varying the school day, week, and year; nongraded programs;; cooperative learning; team teaching

(2) Encourage holistic programs and practices which build on strengths to integrate children's school experience.

for example: consultant-teacher arrangements; curriculum articulation

(3) Provide or arrange technical assistance and professional development and training for students, parents, teachers, administrators, other members of school staff, interested parties from higher and cultural education institutions, community participants.

for example: BOCES; Teacher Centers; SED networks and other networks; workshops and programs provided by community organizations, colleges, universities, etc.

Strategy 3. Identify or develop successful schools and programs, and use them to leverage success.

Examples of Actions:

(1) Publicize and make available models for replication or modification.

for example: School Success Grants; Compact Partnership Schools; EAP pilots; Middle-Level Challenge Program sites; Community Schools

(2) Arrange and coordinate a regular system of school quality reviews for schools and school districts, designed to offer new perspectives and constructive advice on educational practice.

for example: School Quality Reviews by teams of field teachers, supervisors, and parents

Strategy 4. Empower parents to become active participants in their children's education.

Examples of Actions:

(1) Establish a Commissioner's advisory committee of parents representing the cultural, ethnic, religious and socioeconomic diversity of the State to make recommendations concerning:

a. how best to involve parents;
b. what the Department can do to facilitate involvement;
c. what schools can do to facilitate involvement;
d. how best to implement the four principles included in the Regents Policy Statement on Parent Partnerships; and
e. the major impediments to parental partnerships.

(2) Develop new approaches for parental involvement and disseminate information on what works.

(3) Target schools to pilot models of parental involvement

(4) Work with institutions of higher education to have them provide organized programs for parent development:

a. in which parents are involved as trainers;
b. for which parents would receive credit; and
c. where parents will identify the first group of parents to be trained.

(5) Develop a catalogue of leadership/empowerment training resources to disseminate to parents.

(6) Explore offering parent leadership/empowerment programs through the Regents College.

(7) Develop Parents-as-Consultants program and a system for regional implementation.

(8) Change regulations.

for example: participation by parents, teachers, and administrators in school districts' planning for school-based planning and decision making.

(9) Design professional development and training, hold regional conferences and workshops, train regional teams.

for example: Parent Centers; Teacher Centers; SED networks (BOCES Staff and Curriculum Development, Effective Schools Consortia, Special Education Training and Resource Centers, others to be developed)

(10) Evaluate the development of local practices, to determine the extent to which they achieve the intended results.

(11) Implement the recommendations contained in the Regents Parent Partnership Policy Paper.

Strategy 5. Assure that parents, teachers, and school administrators are involved in school-based planning and decision-making.

Examples of Actions:

(1) Require development of school education plans.

(2) Revise Comprehensive Assessment Report requirements and format.

for example: to reflect new assessment program; to report data disaggregated by race and socioeconomic status

(3) Collect, compile, disaggregate, and disseminate relevant student, school, and district data.

for example: Annual Report to the Governor and the Legislature on the Educational Status of the State's Schools ("Chapter 655 Report"); fiscal profiles of school districts

(4) Increase public awareness about participatory education planning and decision making.

(5) Publicize and make available models for replication or modification.

for example: School Success Grants; Compact Partnership Schools

Strategy 6. Help teachers, administrators, parents, and school board members acquire the skills of collaborative planning and decision-making and knowledge of new goals, standards, successful schools and practices, and programs of assessment.

Examples of Actions:

(1) Change regulations.

for example: participation by parents, teachers, and administrators in school districts' planning for school-based planning and decision making

(2) Provide or arrange for professional development for all who will be involved in teaching and learning (students, parents, teachers, administrators, other members of school staff, community participants, SED staff, others).

for example: Teacher and Principal Centers; Parent Centers; Center for Educational Leadership; BOCES

(3) Provide technical assistance.

for example: SED field-based regional teams; material to the field explaining regulatory changes

(4) Publicize and make available models of exemplary practice, for replication or modification.

for example: Excellence and Accountability pilots; Community Schools; "Sharing Success" Program; Compact Partnership Schools

(5) Evaluate the development of local practices, to determine the extent to which they achieve the intended results; share findings with schools and districts.

Strategy 7. Seek the resources needed to allow all pupils to achieve State goals and desired learning outcomes.

Examples of Actions:

(1) Guide the development of a conceptual and legal framework for defining equity on the basis of outcomes.

for example: Equity Advisory Study Group, convened by SED to assist in such a definition of equity

(2) Work for the adoption of a more equitable State aid formula.

for example: recently established Regents Committee on State Aid;
use of information from:
Regents Committee on Low-Performing Schools,
the Department's study of school district organization,
Equity Advisory Study Group,
study of relationships between school districts' fiscal profiles and the achievement of desired learning outcomes,
refined SED data collection;
a public campaign to increase awareness of the need and the proposed solution

(3) Seek the authority to cause school districts to reallocate basic and other resources, when necessary.

for example: Regents recommendation for State legislation that would give Commissioner the authority to take this and other steps, where schools continue to fail to bring about the desired educational results

(4) Refine the Department's reports, by region, district, and school, on current inequitable distributions and on the attainment of outcomes.

for example: "Chapter 655 Report," with required reporting of data by gender, socioeconomic status, race/ethnicity

Strategy 8. Meet the developmental needs of very young children through day care and early childhood education.

Examples of Actions:

(1) Establish an interagency early childhood management team.

(2) Other plans being developed (see draft policy paper, "Supporting Young Children and Families: A Policy Statement on Early Childhood," presented to the Regents Committee on Elementary, Middle, and Secondary Education in June 1992).

Strategy 9. Use new technology to enrich and individualize instruction, increase access to information, promote communication among teachers and students across space and time, monitor students' progress, and assess learning results.

Examples of Actions:

(1) Do the State Education Department's part in developing a universal electronic network that will connect schools, BOCES, Teacher Centers and similar professional-development centers, colleges, universities, research laboratories, libraries and other sources of information, museums, archives, governmental agencies, and other entities in New York State, the nation, and the world through the National Research and Education Network (NREN).

(2) Expand partnerships among SED, schools, computer equipment and service companies, institutions of higher education, and other providers of computer and networking equipment, services, and information.

for example: to provide equipment and connections; to make workshops, data bases, and other services available on the universal network

(3) Use the Student Information System (SIS) to identify existing elements that can measure progress; include additional elements as new progress indicators, where appropriate.

(4) Provide and arrange technical assistance and professional development and training.

for example: to familiarize students, parents, teachers and other people in the schools with the uses of computers and networking and with the information and services available via the universal network

(5) Publicize the results of these efforts, and make available models for replication or modification.

for example: partnerships between SED and computer/media companies and organizations to develop and publicize models

(6) Seek the needed resources, and provide for their distribution based on need, eliminating the current disparities among school districts serving communities with different socioeconomic profiles.

Strategy 10. Encourage collaboration among schools, colleges and universities, libraries and other cultural institutions, social services and health organizations, businesses, community-based organizations, and the general public.

Examples of Actions:

(1) Work for the enactment of legislation to make possible the combination of funding streams within SED and among agencies (education, health, social services, labor, others).

for example: efforts now under way within SED to coordinate funding under Chapter I of Federal Education Consolidation and Improvement Act

(2) Engage in interagency collaboration and planning; with other agencies and organizations, analyze needs and recommend new models for the comprehensive delivery of services.

for example: VESID Interagency Council; efforts now under way in health services and services to young children; Community Schools; better health screening and services for preschool children

(3) Increase public awareness of the need for holistic approaches, collaboration, and combined funding.

(4) Communicate the principles and objectives of the Compact to all SED staff members and to the broad education community, the general public, and political and business communities so that they invest their efforts in improving education.

(5) Implement the recommendations contained in the Regents Parent Partnership Policy Paper.

(6) Establish an interagency early childhood management team.

Strategy 11. Promote parent choice among public schools.

Examples of Actions:

(1) Develop recommended Regents policy to promote parent choice in the public sector.

(2) Recommend and promote legislation to provide financial support and incentives for programs which expand parent choice.

for example: Urban-Suburban Transfer Program, Magnet Schools, inter-district agreements

(3) Promote parental awareness of available options.

Strategy 12. Develop a coordinated continuum of preparation for work and college, and foster better transitions for students between school and work, and school and college.

Examples of Actions:

(1) Define expected learning outcomes so that high school graduates meet at least entry-level standards of colleges and workplaces.

(2) Work with higher-education institutions that are currently formulating standards for college entry.

for example: The City University of New York, State University of New York

(3) Work with international, national, and State associations, and with other states which are mounting similar efforts.

for example: National Center on Education and the Economy and New Standards Project; Council of Chief State School Officers; National Association of State Boards of Education

Strategy 13. Refocus the efforts of the State Education Department in support of the purposes and principles of the Compact, and enlist all SED staff members in all program areas of the Department as members of a Compact development and support team.

Examples of Actions:

(1) Reorganize.

(2) Provide appropriate professional development and support to members of the Department's staff.

(3) Secure and provide adequate financial and other support for the Department's efforts.

Strategy 14. Increase awareness of Compact among educators, business, the media, Legislators, and the public.

Examples of Actions:

(1) Communicate the principles and objectives of the Compact to all SED staff members and to the broad education community, the general public, and political and business communities so that they invest their efforts in improving education.

(2) Increase public awareness of the need for all to work together to improve education: for holistic approaches, collaboration, combined funding, and the other steps called for in the Compact.

Strategy 15. Reward success; prevent and remedy failure.

Examples of Actions:

(1) Publicize and make available models for replication or modification.

for example: School Success Grants; Compact Partnership Schools.

(2) Recognize student work regularly and publicly.

for example: rewarding student achievement in academic and other areas as highly as athletic achievement

(3) Provide technical assistance.

for example: information promoting widespread understanding of policies and regulations; information on planning and school improvement for schools under registration review

(4) Provide rewards and sanctions tied to achievement (or lack of achievement) of desired learning outcomes.

(5) Seek the authority to cause school districts to reallocate basic and other resources, when necessary.

for example: Regents recommendation for State legislation that would give Commissioner the authority to take this and other steps, where schools continue to fail to bring about the desired educational results.

Strategy 16. Assure that prospective teachers and administrators learn the skills of collaborative planning and decision making, acquire knowledge of State goals and standards for education, desired learning outcomes, and programs of assessment, and increase understanding of a diverse student population.

Examples of Actions:

(1) Review certification regulations to identify any areas to be modified to ensure that teachers and administrators meet the above qualifications.

for example: examine possible requirements that internships, practica, or student teaching experience include a focus on acquiring the knowledge, skills, and attitudes identified above.

(2) Review the newly developed New York State Teacher Certification Examination to ensure that examinations for certification measure skills, knowledge, and attitudes in the above-mentioned areas.

(3) Provide assistance to institutions in modifying teacher and administrator preparation programs to ensure that they prepare teachers and administrators with the above qualifications and encourage the participation of persons from groups underrepresented among teachers and administrators.

for example: offer workshops and share models of successful programs, including those that are field-based, utilize master teachers, and foster close collaboration of schools, BOCES, teacher centers, and colleges in the education of teachers and administrators; provide technical assistance in curriculum revision and in programs evaluation that includes tracking graduates, assessing their success as teachers and administrators, and using that information to improve the teacher and administrator preparation programs.

Evaluating and Reporting Progress

"It takes the whole village to raise a child." It will take the commitment of all who are concerned with the rearing of our children to provide the resources and the collaborative support necessary to make the Compact a reality. Not only the Regents and the State Education Department, but also the Governor and the Legislature, other agencies, communities, and the schools, must undertake a comprehensive set of actions and activities. To measure the progress of the system, as a whole, in implementing the Compact, we will need Progress Indicators: proposed milestones toward the Strategic Objectives to be attained by 1995, 1997, and 2000. These Progress Indicators will be developed by December 1992, in consultation with all relevant parties. Beginning in 1996, we will report biennially to the Regents, the Governor, the Legislature, and the public on systemic progress toward achieving the Strategic Objectives of *A New Compact for Learning*, using the Progress Indicators.

We need, as well, a means of gauging the State Education Department's effectiveness in its work to advance the Compact. For this purpose we propose:

- regular reports at meetings of the Board of Regents on the implementation of various aspects of *A New Compact for Learning* (e.g., forthcoming reports on early childhood education and on the recommendations of the Curriculum and Assessment Council and Committees)

- an annual report to the Regents, the Governor, the Legislature, and the public on progress in implementing this plan, using Progress Standards which will be presented to the Board of Regents in the fall of 1992.